

PBF PROJECT PROGRESS REPORT

COUNTRY: Sri Lanka

TYPE OF REPORT: final

YEAR OF REPORT: 2020



United Nations
Peacebuilding

Project Title: Promoting Reconciliation in Sri Lanka Project Number from MPTF-O Gateway: PRF 00105730											
If funding is disbursed into a national or regional trust fund: <input type="checkbox"/> Country Trust Fund <input type="checkbox"/> Regional Trust Fund Name of Recipient Fund:	Type and name of recipient organizations: RUNO UNICEF (Convening Agency) RUNO UNDP RUNO WHO										
Date of first transfer: 13 July 2017 Project end date: 30 September 2020 Is the current project end date within 6 months? No											
Check if the project falls under one or more PBF priority windows: <input type="checkbox"/> Gender promotion initiative <input type="checkbox"/> Youth promotion initiative <input type="checkbox"/> Transition from UN or regional peacekeeping or special political missions <input type="checkbox"/> Cross-border or regional project											
Total PBF approved project budget (by recipient organization): <table border="1"><thead><tr><th>Recipient Organization</th><th>Amount</th></tr></thead><tbody><tr><td>UNICEF</td><td>\$ 700000.00</td></tr><tr><td>UNDP</td><td>\$ 600000.00</td></tr><tr><td>WHO</td><td>\$ 300000.00</td></tr><tr><td colspan="2">Total: \$ 1600000.00</td></tr></tbody></table>		Recipient Organization	Amount	UNICEF	\$ 700000.00	UNDP	\$ 600000.00	WHO	\$ 300000.00	Total: \$ 1600000.00	
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Total: \$ 1600000.00											
Approximate implementation rate as percentage of total project budget: 99% *ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE*											
Gender-responsive Budgeting: Indicate dollar amount from the project document to be allocated to activities focussed on gender equality or women’s empowerment: The project has allocated around USD 320,000 for activities focused on Gender Equality and Women’s Empowerment (GEWE). However, GEWE has been mainstreamed across the interventions implemented through the project by all three participating UN agencies. Amount expended to date on activities focussed on gender equality or women’s empowerment: USD 320,000											
Project Gender Marker: GM2 Project Risk Marker: High Project PBF focus area: 2.1 National Reconciliation; 2.3 Conflict prevention/Management and 4.1 Strengthening of essential national state capacity											

Report preparation:

Project report prepared by: UNICEF, UNDP and WHO

Project report approved by: Respective Agency Representatives and the Resident Coordinator

Did PBF Secretariat review the report: Yes

PART 1: OVERALL PROJECT PROGRESS

Briefly outline the **status of the project** in terms of implementation cycle, including whether preliminary/preparatory activities have been completed (i.e. contracting of partners, staff recruitment, etc.) (1500-character limit):

The project has ended on 30 September 2020, with the completion of almost all activities executed in partnership with state and CSO stakeholders. The remaining school level activities of the pilot project using ICT to promote interaction under outcome 2 will be completed during the first quarter of 2021. The Peacebuilding Priority Plan (2016-2019) that was formulated in collaboration with the Government of Sri Lanka, financially supported by the Peacebuilding Fund provided the framework for all activities that has been accomplished under this project. Accordingly, partnerships were established with key state institutions and line ministries that were mandated for Peace and Reconciliation initiatives.

Despite the challenges faced due to the change in Government and the COVID-19 pandemic, all three recipient agencies were able to work closely with the partners to ensure timely closure of the project and the achievement of key milestones such as under outcome 1, the integration of conflict sensitivity into the curriculum for training the state administrative officials, under outcome 2, development and dissemination of a strategy to curb ragging and sexual and gender based violence in Sri Lankan universities and under outcome 3, review of the National Mental Health and Psychosocial Programme that informs the development of the National Policy on Mental Health.

Please indicate any significant project-related events anticipated in the next six months, i.e. national dialogues, youth congresses, film screenings, etc. (1000 character limit):

Under Outcome 2, the study reports on the Issues of Ragging, Sexual and Gender Based Violence in State Universities and on Estimating the Prevalence and Drivers of Bullying in Schools in four provinces will be jointly launched during January 2021. The launching modality is being discussed with the University Grants Commission. This will create momentum for evidence-based policy advocacy and dialogue with the Government.

Under Outcome 3, WHO with the Ministry of Health (MOH) will publish 14 *Manohari* modules online in January 2021 to help mental health professionals deliver community programmes to increase resilience. WHO and MOH will launch online the results of a mental health stakeholder mapping during January 2021 that would support access to services in the COVID-19 context.

Finally, the Final Evaluation Report of the project will be virtually disseminated and discussed among relevant stakeholders by the UN agencies in January 2021 to ensure the findings inform the design and development of joint programmes between the UN agencies, going forward.

FOR PROJECTS WITHIN SIX MONTHS OF COMPLETION: summarize **the main structural, institutional or societal level change the project has contributed to**. This is not anecdotal evidence or a list of individual outputs, but a description of progress made toward the main purpose of the project. (1500 character limit):

System strengthening: Conflict-sensitivity has been mainstreamed into the curriculum of government officials who would be deployed to state institutions, including in conflict-affected areas. The evidence generated from the two studies on the issues of ragging in universities and

bullying in schools have highlighted the key issues to duty bearers/protection actors and resulted in the development of strategies to combat ragging issued through a UGC-circular. The MoH-led review of national Mental Health and Psychosocial Support (MHPSS) programmes, with a focus on conflict-affected communities, has identified strategic priorities to support vulnerable groups through the development of National Mental Health Policy.

Partnerships: The collaboration with non-traditional partners, including with faith-based organizations such as the Christian Evangelical Association has helped scale-up public dialogue on conflicts in targeted locations. Multi-sector collaboration including with police, health, etc to address corporal punishment has contributed to promoting violence-free environments in the target schools. Similar approach in MHPSS for Alcohol Abuse Prevention Programme and Manohri has contributed to improve community resilience and promote positive coping skills.

Innovation: The Digital Citizenship Toolkit has promoted the ethical use of internet and digital responsibilities among youth platforms. The new ICT platform introduced to promote interaction and cooperation among students/teachers in the segregated school system in Sri Lanka has received great attention and generated discussions among the education authorities.

In a few sentences, explain whether the project has had a positive **human impact**. May include anecdotal stories about the project's positive effect on the people's lives. Include direct quotes where possible or weblinks to strategic communications pieces. (2000 character limit):

Sivaprakasa Hindu Primary School in Changanai, situated around 20 km away from Jaffna is mostly attended by children from economically vulnerable populations. Late and irregular attendance and behavioral difficulties among students are some of the key issues observed within the school. Mr. N. Ravivannan, principal of the school, stated that the 'Positive Disciplining programme has been an eye-opener for changing disciplinary measures, including student behaviour in his school. Introducing simple techniques such as rewarding students with stars, establishing class-room rules etc., have motivated the students and the teachers alike. According to him, the school has managed to significantly reduce late attendance and absenteeism. 'Encouraging age-appropriate discussions at the class-room level and improving leadership skills among students are key features of the programmes' he added. The teachers and I remain committed to keep the school as a punishment free place for our children says Mr. Ravivannan.

Ms. S. Uthayakala - focal person for Career-Guidance/Counselling at the Northern Provincial Department of Education has been instrumental in the designing and roll-out of the positive disciplining Programme in the selected schools since 2017. Based on her observation, teachers believed that physical punishment is the only way to discipline students. This deep-rooted norm in the society did not allow them to accept that there were alternative methods for disciplining children. According to her, the introduction of new tools/techniques have gradually attracted the teachers. Moreover, the appreciation and affection expressed by students have motivated the teachers. She says, there is no doubt that children benefit from the programme. However, children might get bored when the same technique is applied over some time. The creativity of teachers in developing age-appropriate tools/techniques must be the key focus of the series of the capacity building programmes provided.

PART II: RESULT PROGRESS BY PROJECT OUTCOME

Outcome 1: Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels.

Rate the current status of the outcome progress: on track

Progress summary: (3000 character limit)

Inclusive mechanisms to promote social cohesion and conflict transformation was strengthened through supporting key national institutions including the Secretariat for Coordinating Reconciliation Mechanisms (SCRM) and the Sri Lanka Institute of Development Administration (SLIDA). Greater public acceptance of reconciliation processes was generated through SCRM's 'Ahanna' campaign - a mobile theatre on communal harmony covering programmes for children in 10 schools in the Colombo district and a youth leadership event engaging over 800 youth.

Institutionalizing the fundamentals of social cohesion in trainings for government officials was done through the introduction of Social Cohesion and Conflict-Sensitivity into the curriculum for Sri Lanka Administrative Service (SLAS) by SLIDA. As a result, state officials who perform as the public interface, would be sensitised annually at their induction on these concepts.

Public dialogue and early warning mechanisms to address conflicts in targeted locations were scaled up through engagement with civil society organizations, namely the National Christian Evangelical Association of Sri Lanka (NCEASL), Prathiba Media, Sirahununi and Search for Common Ground. Further, creative art and community radio platforms were leveraged to bridge the trust deficit across cultures, ethnicities and religions and build momentum on peacebuilding. Three out of the 6 short films produced by Sirahununi, won international film festival awards, watched by more than 1000 students, and resulted in improved levels of awareness of social cohesion among youth. Systematic monitoring and reporting of violations of freedom on religious beliefs was supported through the roll-out of an online platform, minormatters.org. The data collected through this platform is being utilised by UNDP-RCO in the development of a Crisis Risk Dashboard that would inform the UN's work related to conflict dynamics.

Greater citizen engagement to prevent misinformation, hate speech and fake news was enhanced through the development of a Digital Citizenship Toolkit by NCEASL. The toolkit, which is an informative resource on ethical and responsible use of technology, has gained traction with state authorities including; the Ministry of Education, Ministry of Youth and Sports and Information and Communication Technology Agency. The insights from the toolkit also informs UNDP's program on non-violent communication and responsible journalism developed for the Kothalawa Defence University.

National dialogue around co-existence was generated through the Thriloka teledrama, launched in collaboration with Search for Common Ground, which has gained over 4.1 million views on online and traditional media. Results from an independent evaluation revealed that comprehension of terms such as co-existence, reconciliation and social cohesion improved in youth from 23% to 44%, and in adults, from 39% to 71% in pre- and post-viewer circles of the teledrama

Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:

(1000 character limit)

The project mainstreamed gender equality and women’s empowerment in all its interventions. For example, the SLIDA course includes discussions on gender equality in access to social services, as a key component of building trust within communities. Female participation in ‘Ahanna’ campaign promoted community-level engagement on social cohesion.

One of the documentary movies ‘Abhaya’ that focused on gender in peacebuilding, gained positive reviews both locally and internationally. Gender was mainstreamed within the DCT, with sections on gender dimensions of internet use and gender considerations on ethical use of online media.

The Thriloka teledrama emphasized female experiences of social cohesion in every part of the process; from the production (25% female script writers), to storylines (3 out of the 7 main characters in the story were females), to evaluation of impact (55% female participants in the impact assessment viewer circles).¹

Outcome 2: Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities

Rate the current status of the outcome progress: on track

Progress summary: *(3000 character limit)*

In general education, the integration of activity-based teaching/learning methods into the delivery of the languages subject for grade 6, done through the National Institute of Education (NIE) would help enhancing social cohesion skill over 350,000 students, in all schools nationwide with its roll-out in 2021. With respect to teacher education, UNICEF with the NIE’s institutional Development branch has focused on strengthening the capacity of pre-service Civic Education teachers to deliver the subject in a practical way. This is being institutionalized into the Civic Education curriculum of preservice teachers, through the NIE. Further, UNICEF has developed an innovative pilot project that promotes interaction among students through deploying digital tools in the Civic Education teaching-learning process. This helps in overcoming geographical challenges in interaction between schools and facilitates continued virtual dialogue among students as well as educators in the school system segregated along ethnic/religious lines. UNICEF has partnered with an IT related technical private-sector firm to design and execute the project.

In the efforts to promote safe and conducive learning environments in schools, UNICEF with the Eastern, Central, Uva and Northern Provincial Departments of Education has promoted the Positive Disciplining Programme 433 schools, moving away from the classroom approach adapted in the initial pilot. Nearly 16,000 principals and teachers have been trained on the positive disciplining manual developed through this project. According to the principals, the application of these methods among children has led to increased school attendance. At the national level, UNICEF, jointly with Child Protection actors, is developing a harmonized version of the Positive Disciplining manual to be used across provinces. Further, UNICEF is

¹ Annex 1 - Final Report THRILOKA SCFG | 2018-2019

integrating the positive disciplining approach into safe school operations as part of its COVID-19 response.

In the area of evidence generation, UNICEF supported, UGC's first-ever national study on the Issues of Ragging and SGBV in Sri Lankan Universities has formed the basis for development of strategies to combat the issue in universities. The study has enabled the Ministry of Higher Education to convene high-level dialogue and create awareness involving the Human Rights Commission, Attorney General's Department and National Police Commission, that would lead to a macro Policy framework to promote violence-free universities. In-line with the above strategy, the UGC is integrating a module on Co-existence/Peace into the orientation package for new university entrants on key themes, such as respect for diversity, conflict resolution, positive communication etc. Further, the study on bullying and other forms of inter-personal violence in schools has helped address the data gap on determinants and drivers of violence, which is feeding into national advocacy efforts on a strategy to address bullying in schools.

Indicate any additional analysis on how Gender Equality and Women's Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:

(1000 character limit)

Gender is mainstreamed across all programme areas, ensuring the specific needs of both girls and boys are addressed. As previously reported, based on evidence indicating a higher prevalence of boys as victims of corporal punishment in school, behaviour change communication messages have been designed to address social norms around the disciplinary approaches used with boys and the impact this has on their wellbeing and the perpetuation of violence in society. UNICEF ensured that a gender lens is applied to avoid the perpetuation of stereotypes and biases in the revisions to language subjects and teacher capacity building on Civic Education. The study findings on ragging and SGBV has resulted in the development of a UGC strategy, including specific gender considerations. The newly introduced IT platform in schools to promote civic competencies also includes the promotion of values related to gender equality.

Outcome 3: Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes

Rate the current status of the outcome progress: on track

Progress summary: *(3000 character limit)*

Over the project period, PBF supported crucial and strategic activities. At national level, the project supported the development of the country's first MH Action Plan, facilitated the MH Programme Review (MHPR) & supported the Ministry of Health (MOH) directive to mandate district multi-stakeholder MH Forums. Informed by MHPR, the project supported the consultation for the new MH Policy. MHPR was conducted with over 100 local, regional and international experts & supported to determine successful policies and interventions on MH policy and legislature, post-conflict and emergency response, suicide prevention, GBV, substance use and rehabilitation. At regional levels, the project supported mapping of MHPSS service providers & access points using IASC 4Ws (Who, What, Where, When) in 3 Districts. The mapped organizations were introduced to the MH forums to increase collaboration among stakeholders.

To support survivors and increase awareness on suicide, the project supported the National Suicide Registry and suicide attempt surveillance system. To address unethical media reporting, over 100 media personnel were trained by College of Psychiatrists. At the community level, the Consumer Action Network (CAN-MH) increased community capacity to identify and support suicide prevention. CANMH includes individuals and families with MHPSS difficulties. They built over 70 community groups across 10 districts, conducted needs assessments and developed action plans.

The need for community psychosocial interventions was supported by 'Multi-sectoral Alcohol Prevention (MAP)' and 'Manohari' Programmes. MAP implemented with National Authority on Tobacco and Alcohol (NATA) and the MOH trained over 250 professionals in early identification and treatment. MAP trained district MH Unit staff in rehabilitation and therapeutics. It established a coordination committee with all stakeholders. MAP is continued by MOH and NATA.

Manohari programme trains MHPSS workers and community leaders to facilitate interactive sessions that discuss positive coping. It has primarily trained 150 persons and developed 14 modules using participatory and reflective learning method that promote emotional regulation, positive behaviours and promotes resilience. This programme was useful during the Easter Sunday Crisis & COVID 19 response. Over 1,000 frontline staff responding to COVID-19 have been benefitted from the Manohari Programme. It is being incorporated into the regular MoH's mental health promotional activities.

To address the increase anxiety among public on COVID-19, two fundamental resource were translated; WHO guide on "Doing what matters in times of stress" and IASC guide on "Basic Psychosocial Skills for COVID 19 Responders". These resources are used by Community of Practice for MHPSS. Around 1500 frontline health staff in COVID 19 response were trained using these materials.

Indicate any additional analysis on how Gender Equality and Women's Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:

(1000 character limit)

Participation of women in the *Manohari* programme has been a prerequisite for women empowerment and, in some districts, Mothers' Groups (an informal community network) were a key stakeholder in implementing the community resilience development programme. The *Manohari* programme included specific modules on positive parenting and peer pressure, targeting women and youth empowerment. Youth groups were instrumental in the MAPP programme as they actively engaged in community mobilization and on the prevention of alcohol and substance use. The national suicide prevention strategy also identifies youth as a particularly vulnerable group for self-harm. Further, the national mental health programme review that consisted equal participation of men and women has a dedicated section on gender-based and domestic violence prevention. As part of *Manohari* training, WHO is supporting the Sri Lanka Girl Guides Association to facilitate a community-led initiative to empower young women in low income areas.

PART III: CROSS-CUTTING ISSUES

<p>Monitoring: Please list monitoring activities undertaken in the reporting period (1000 character limit)</p> <p>Regular monitoring of project activities has been undertaken by the respective agencies. However, due to the COVID-19 crisis, travel to the field was suspended as of March 2020. Since then, the agencies have adapted virtual means for follow up with field level counterparts. However, coordination meetings to discuss progress and challenges have been conducted and these meetings have helped identify collective solutions to common issues and information/knowledge sharing among the agencies.</p>	<p>Do outcome indicators have baselines? yes</p> <p>Has the project launched perception surveys or other community-based data collection? yes</p> <p>Under the project, perception surveys have been conducted in specific focus areas. Under Outcome 1, the project conducted a desk review on the drivers of violent extremism which is informing UNDP’s ongoing work on preventing violent extremism and the spread of hate speech. Under Outcome 3, through its ‘Manohari’ programme, WHO conducted pre and post perception surveys to assess the impact of the training on participant attitudes towards psychosocial and emotional wellbeing and their perceived capacity to deliver the programme to address community needs. The mapping of MHPSS stakeholders in 3 districts, has helped in introducing the organizations to the district MH forums. These surveys were used to enhance the programme implementation methodology and finalizing the modules.</p>																		
<p>Evaluation: Has an evaluation been conducted during the reporting period? yes (Project end evaluation is currently ongoing)</p>	<p>Evaluation budget (response required): 15479.00</p> <p>If project will end in next six months, describe the evaluation preparations (1500 character limit):</p> <p>Based on the Terms of Reference cleared by the PBSO, an independent institution has been hired to conduct the project evaluation. The evaluation includes three phases namely, the inception phase, assessment and analysis phase and validation and reporting phase. The inception report of the evaluation was revised based on the comments provided by the PBSO, PBF secretariat at the RCO and technical units of the recipient agencies. Following the inception phase, the evaluation is currently at national and field-level data collection stage.</p>																		
<p>Catalytic effects (financial): Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project.</p>	<table border="0"> <thead> <tr> <th>Name of funder:</th> <th>Amount in USD</th> </tr> </thead> <tbody> <tr> <td>European Union</td> <td>1,600,000</td> </tr> <tr> <td>British High Commission</td> <td>200,000</td> </tr> <tr> <td>Government of Japan</td> <td>297,000</td> </tr> <tr> <td>High Commission of Canada</td> <td>200,000</td> </tr> <tr> <td>Government of Australia</td> <td>50,000</td> </tr> <tr> <td>European Union</td> <td>325,000</td> </tr> <tr> <td>British High Commission</td> <td>20,000</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>2,692,000</td> </tr> </tbody> </table>	Name of funder:	Amount in USD	European Union	1,600,000	British High Commission	200,000	Government of Japan	297,000	High Commission of Canada	200,000	Government of Australia	50,000	European Union	325,000	British High Commission	20,000	Total	2,692,000
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<p>Other: Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? (1500 character limit)</p>																			

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PART IV: COVID-19

Please respond to these questions if the project underwent any monetary or non-monetary adjustments due to the COVID-19 pandemic.

- 1) Monetary adjustments: Please indicate the total amount in USD of adjustments due to COVID-19:
 Under Outcome 3, USD 30,000 was used to respond to the COVID-19 pandemic. In line with the project’s objective, the funds were utilized from community level interventions under the *Manohari* initiative to support frontline responders facing severe stress and stigma in their communities. Over 1,000 frontline responders received psychosocial support (based on the Manohari modules) with a focus on their self-care and distress management. Further, the project also supported the provision of MHPSS support in quarantine centres based on an assessment of the needs of people and staff in the centres.

- 2) Non-monetary adjustments: Please indicate any adjustments to the project which did not have any financial implications:

Through this project, modules used for the community-level trainings have been converted to online modules as the current pandemic has highlighted the need and importance of using digital technology in support services.

- 3) Please select all categories which describe the adjustments made to the project (*and include details in general sections of this report*):

- Reinforce crisis management capacities and communications
- Ensure inclusive and equitable response and recovery
- Strengthen inter-community social cohesion and border management
- Counter hate speech and stigmatization and address trauma

- Support the SG’s call for a global ceasefire
- Other (please describe):

If relevant, please share a COVID-19 success story of this project (i.e. how adjustments of this project made a difference and contributed to a positive response to the pandemic/prevented tensions or violence related to the pandemic etc.)

Under Outcome 3, the frontline responders of the health sector became the backbone of Sri Lanka’s COVID 19 response. From the onset they supported contact tracing, hospital management and laboratory testing, as well as helped people during their quarantine at the community level. The immense efforts undertaken by the health staff were commendable, which they continued to make despite huge personal risks and hard decisions on how to keep their families and loved ones safe. These circumstances have

been extremely stressful for frontline staff. Further, as the fear of the COVID-19 pandemic grew, the frontline staff also faced stigma and discrimination in their communities as potential carriers of the virus. All these factors became a source of immense stress, with surveys within the health system indicating that the staff needed support in managing such negative situations to avoid burnout and encourage positive energy. The over 1000 frontline workers who were reached through this initiative, reported that this was a timely and sensitive initiative that allowed them the space and tools to explore their emotions, support selfcare and most importantly an opportunity to relax. They also found the group interventions to be helpful in hearing and learning from colleagues going through similar experiences and increased a sense of peer support. The staff also mentioned that their personal wellbeing is important in being able to work with the communities in a sensitive and constructive manner and avoid confrontation and conflict. Given the prolonged nature of the current pandemic, it is important to recognize the continued need to support the wellbeing of frontline staff in their monumental efforts to respond to the COVID-19 crisis.

PART V: INDICATOR BASED PERFORMANCE ASSESSMENT

Using the **Project Results Framework as per the approved project document or any amendments**- provide an update on the achievement of **key indicators** at both the outcome and output level in the table below (if your project has more indicators than provided in the table, select the most relevant ones with most relevant progress to highlight). Where it has not been possible to collect data on indicators, state this and provide any explanation. Provide gender and age disaggregated data. (300 characters max per entry)

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
Outcome 1 Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and	Indicator 1.1 # of pilot approaches tested and ratified by govt and civil society on peacebuilding and conflict prevention	0	at least 01	6	<ol style="list-style-type: none"> 1. Introduction of online courses on Social Cohesion for public officials introduced into national curriculum. 2. A pioneering teledrama on reconciliation ‘Triloka’ generated national dialogue. 	<p>The Sri Lanka Rupavahini Corporation (SLRC) programme on creating religious dialogue around peace and reconciliation through video documentaries was disrupted due to the change in Government post-elections.</p> <p>Further, with the dissolution of SCRM, the ‘Ahanna’ campaign on creating awareness and acceptance on reconciliation process in Sri Lanka was discontinued.</p> <p>The final phase of screening of the Sirahunani documentary movies on reconciliation was postponed due to the Covid-19 crisis.</p>

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
sub-national levels.					<p>3. An early warning platform on violations of freedom of religious belief established that contributed to the development of a UN Crisis Risk Dashboard for conflict early warning</p> <p>4. A CSO led Digital Citizenship Toolkit that will be used for promoting digital governance and ethical use of media through</p>	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					<p>engaging state educational institutions</p> <p>5. Three award winning documentaries on reconciliation developed that could be used for promoting reconciliation and social cohesion</p> <p>6. A nation-wide campaign rolled-out, with the participation of youth, religious and civil society organizations, on creating</p>	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					awareness and acceptance of reconciliation processes in Sri Lanka	
	Indicator 1.2 % of women members in dialogue/early warning platforms	0	at least 30%		25%-55% women participation in 'Ahanna' dialogue campaign (250-350 total) lowest participation in Tangalle and highest in Kaburupitiya and Akuressa. 77% of cadets trained at SLIDA on social cohesion were female (250 females, 117 males)	SCRM was abruptly dissolved due to the government change which led to the discontinuation of the campaign. All reports pertaining to the campaign have been handed over to the Prime Minister's office.

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					25% of the script writing team of Triloka teledrama was female while 3 out of the 7 main characters of the drama were female	
	Indicator 1.3 # of platforms available for reconciliation dialogue, linking processes available by various govt and non-govt institutions at national and sub-national and local level.	0	at least 01	04	1. Two modules on social cohesion developed with SLIDA including introduction workshops that function as a platform for public sector dialogue and sensitization of peace and reconciliation	Religious dialogue planned with the SLRC was stalled due to changes in management. Alternate platforms were explored to discuss issues related to women and children affected by conflict. However, progress on the platforms was not realised due to management changes and the COVID-19 crisis.

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					<p>2. Teledrama on reconciliation 'Triloka' received over 4.1 million views and a current online audience continue the debate around the topic of reconciliation</p> <p>3. An online platform for systematic monitoring and reporting of religious freedom violations in Sri Lanka continues to enable dialogue.</p>	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					4. A Digital Citizenship Toolkit that enables dialogue around ethical and conflict sensitive use of media among school children	
Output 1.1 Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	Indicator 1.1.1 # of initiatives that promote peacebuilding and reconciliation initiated.	0	TBD	3	1. The SCRM led 'Ahanna' campaign supported by the Ministry of Finance conducted over 44 townships, one national youth leadership event and 10 schools	SLRC intervention has not been completed due to the transitional period and the changes to the management. Ahanna campaign was suspended due to the discontinuation of the SCRM

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					<p>in Colombo district</p> <p>2. SLIDA continues to engage in promoting social cohesion and conflict sensitivity through its related online training modules.</p> <p>3. NCEASL continues advocacy with state institutions for promoting ethical use of media through the DCT and on reporting of religious</p>	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					freedom violations through the online monitoring and reporting platform	
	Indicator 1.1.2 Extent to which the level of understanding on peacebuilding increased among the stakeholders	N/A	N/A	% have a good understanding of peacebuilding and reconciliation	According to the Peacebuilding Survey; 2019- 51% very well or somewhat well 44% do not know about peacebuilding efforts 2018- 48% very well or somewhat well 46% do not know about peacebuilding	
Output 1.2 Civil society and local authorities pilot and	Indicator 1.2.1 # of pilot approaches tested	0	3	3	1. NCEASL engaged in systematic monitoring of violations of	The final phase of screening of Sirahunani's documentaries, including screenings in Colombo, were halted due to the Covid 19 pandemic and curfews in Sri Lanka.

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
scale up dialogue and early warning mechanisms to address existing and emerging conflicts in targeted locations.					<p>religious freedoms in Sri Lanka. The dataset was curated and used as a part of establishing UNDP Crisis Risk Dashboard for Sri Lanka</p> <p>2. NCEASL launched digital citizenship toolkit is used as a tool for mainstreaming ethical use of online media through the national education system.</p>	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					Sirahunani developed a series of documentary movies which were used in the Northern and Eastern Provinces to educate the public and create awareness and acceptance of reconciliation processes in Sri Lanka	
	Indicator 1.2.2 # of knowledge products / research findings available on peacebuilding and early warning.	0	Active feedback and based on which steps will be jointly taken to formalize selected approaches	4	1. A desk review into the drivers of violent extremism in Sri Lanka made available for further political economy analysis of drivers of extremism and	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					<p>hate speech in Sri Lanka</p> <p>2. A Digital Citizenship Toolkit available to be used for development of further training programs for promoting ethical and conflict sensitive use of online platforms</p> <p>3. A comprehensive dataset on violations of freedom of religious beliefs in Sri Lanka that could be</p>	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					used for early warning mapping and crisis response A curriculum on social cohesion and conflict sensitivity for development projects that could be used for training state actors	
Outcome 2 Education system supports inter-personal and inter-group understanding and interaction among teachers, students,	Indicator 2.1 % of people that feel that people from other ethno-religious communities are trustworthy.	2016 PB Survey 21% strongly agree 42% somewhat agree	N/A		2017 PB survey: 23% strongly, 43% somewhat agree 2018 PB Survey: 20% strongly agree, 38% somewhat agree 2019 PB survey: 18% strongly agree 33% somewhat agree	
	Indicator 2.2	0	at least 50%		Following the sensitization and	UNICEF, in partnership with the Provincial Departments of Education, have been directly

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
parents and communities	% of targeted schools implementing school level policy recommendations on peace building and prevention of bullying/ corporal punishment				training programs 250 (57%)schools out of the 433 target schools have adopted internal school level policies and implementing recommendations on Positive Disciplining and prevention of violence against children	implementing the Positive Disciplining Programme in 433 Schools (Uva – 100, Central- 98, North-150 and East-85), including the full package of interventions. However, an additional 242 schools implementing the Positive Disciplining Programme have been reported from the Uva province. Due to the great recognition of the project, at the request of the Provincial Director of Education, Uva province, UNICEF has trained the teachers in these 242 schools on the Positive Disciplining approach, including on the manual developed through this project. It is due to this reason the total number of schools have been reported as 675 in the previous report. This has now been rectified and the correct of 433 is reflected in this Annual Report submitted in November 2020.
Output 2.1 Basic and higher education curricula and resource materials are	Indicator 2.1.1 Basic education curricula are revised towards a stronger focus on peace and reconciliation,	1 subject in primary education (environment related activities subject)	At least 1 additional subject		The NIE has developed a supplementary material with activities to promote transversal skills including	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
revised and implemented to strengthen the development of competencies related to the conflict resolution, civic engagement, conflict prevention	including with attention to how gender norms are portrayed, piloted and rolled out nation-wide	revised and rolled out nation-wide			social cohesion skill that is being integrated into Sinhala and Tamil language subjects for grade 6. In addition, the NIE is integrating activities, developed through this project, into the Civic Education subject for pre-services teachers, that would strengthen the delivery of the content in a more practical and a meaningful manner.	
	Indicator 2.1.2 Module on Peace education Developed	0	Module on peace education developed and presented to		On track and progressing as planned. Based on the findings of the study on 'Issues on	The module that was developed previously was not considered up to expected standard by the UGC. Further, the material was targeting the educators, rather than focusing on the

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
			UGC along with an implementation plan		Sexual and GBV' in Sri Lankan Universities, the UGC, through a consultant is developing a module on Social Cohesion that would be integrated into the orientation package for the new university entrants.	students. Hence the UGC re-tasked the team to develop a new module.
Output 2.2 Output 2.2 Principals, teachers and school communities have enhanced capacities to prevent and resolve conflict, and	Indicator 2.2.1 % of schools having action plans developed to prevent and resolve conflict and promote culture of peace in school	0 schools	200 Schools		So far, 250 schools (Uva-100, North – 150) have action plans developed to prevent and address conflict. Especially, the 100 schools in Uva Province have incorporated them into their School Annual Plan. The action plans include awareness raising	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
promote civic engagement					of teachers, parents and students with the support of the Zonal Departments of Education	
	Indicator 2.2.2 % of principals, teachers and school communities in the targeted schools report that they have enhanced capacities to prevent conflict and to promote positive conflict resolution	0	At least 50%		So far approximately 16,000 school communities including principals, teachers, students and parents have been trained on child rights and the importance of violence prevention and positive conflict resolution	While 16,000 persons have been directly supported by the project, these messages have been reached nearly 20,000 members of the school communities through continuous awareness creation and follow-up sessions held at school-levels.
Output 2.3 Research, monitoring and evaluations	Indicator 2.3.1 No. of research studies conducted and disseminated	0	1 study		On track. Two key research pieces have been completed. The UNICEF-UNESCO supported, UGC-	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
inform policies and programs towards promoting peace through Education					led study on the issues of ragging and SGBV in the universities, has been completed and the preliminary findings were disseminated. Further UNICEF's study on bullying and other forms of inter-personal violence in schools has been completed and would be launched in January 2021.	
	Indicator 2.3.2 # of policy and regulatory instruments launched for Peace	2 (national policies from MoE and MNI)	at least 1 (strategic plan developed by UGC)		On track. At the time of reporting the UGC has developed a strategic plan to combat ragging and has already disseminated this to	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					all state universities through a UGC circular. Further the study findings have led to policy discussions at the UGC and ministry level. However, the UGC's new management committee that assumed duties following the Presidential Election in November 2019 is currently reviewing the proposed recommendations that includes structural level changes by the previous committee. UNICEF is closely	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
					working with the UGC and continues to advocate to address this critical issue that effect the wellbeing of youth in universities.	
Outcome 3 Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes	Indicator 3.1 % of participants (gender disaggregated) who report positive behaviors regarding conflict	0	100	100% of the primary beneficiaries report positive behaviour change (45% of the participants - Male 55% of the participants - Female)	Data collected from pre and post intervention surveys	
	Indicator 3.2 3B: Incidence of negative coping behaviours in focus Provinces/Districts	Deliberate Self-Harm rate Monaragala - 477	•Deliberate Self-Harm rate Monaragala - 420	• Deliberate Self-Harm rate Monaragala - 473	Data can only be updated annually. Further the programme is expecting an	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
	<ul style="list-style-type: none"> • Deliberate Self-Harm rate (per 100,000 MOH) • Suicide Rate (per 100,000, MOH) • Domestic Violence rate (# of women accessing services, DSH) • Child Abuse (#complaintNCPA) 	<p>Mannar- 820 Nuwara Eliya - 425.3</p> <ul style="list-style-type: none"> • Suicide Rate Monaragala – 2.3 Mannar- 2.9 Nuwara Eliya - 2 • Domestic Violence rate Monaragala – 436 Mannar-78 Nuwara Eliya - 543 • Child Abuse rate Monaragala – 252 Mannar-68 NuwaraEliya - 211 	<p>Mannar- 770 Nuwara Eliya - 375</p> <ul style="list-style-type: none"> • Suicide Rate Monaragala – 2 Mannar- 2.5 Nuwara Eliya - 1.8 • Domestic Violence rate Monaragala – 460 Mannar-100 Nuwara Eliya - 575 • Child Abuse rate Monaragala – 230 Mannar-75 NuwaraEliya - 225 	<p>Mannar- 827 Nuwara Eliya - 387</p> <ul style="list-style-type: none"> • Suicide Rate Monaragala – 2.3 Mannar- 3 Nuwara Eliya - 2 • Domestic Violence rate Monaragala – Mannar- Nuwara Eliya - (district data not yet availabl • Child Abuse rate 	<p>increase in the rates due the global evidence of increase in domestic violence and negative coping behaviours due to the unprecedented containment measures such as lockdowns and physical distancing that makes people vulnerable and separated from the social support networks.</p>	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
				Monaragala – 224 Mannar-69 Nuwara Eliya -168		
Output 3.1 Coordination and coherence among offices within State institutions at central, provincial and district levels in delivering psychosocial services	Indicator 3.1.1 Adoption of a Deliberate Self-Harm Prevention strategy at district level with attention to the different needs of women and men	0	4 districts	1 national strategy. Discussions ongoing for district level adaptation	Recommendations for the National Strategy on prevention of suicide and deliberate self-harm finalized and handed by the Ministry of Health.	Together with the Directorate of Mental Health, Ministry of Health, the technical committee established at the Sri Lanka Medical Association has finalized the recommendations and necessary action for the national strategy. these are in the process of being handed over to for implementation.
	Indicator 3.1.2 Adoption of a Provincial Mental Health Action Plan	1 province	2 provinces	Supported to revise the existing provincial action plan after an implementation review.	National Mental Health Action Plan finalized. The provincial Action Plan of the Northern Province reviewed.	
Output 3.2 Research and analysis of	Indicator 3.2.1 Availability of National gender	0	1	Field implementation has been	The logistical requirements for data collection was	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
primary data inform policies and programs towards promoting mental health	disaggregated data on prevalence of Mental Health issues			temporally suspended due to COVID 19	arranged by the Ministry of Health. However, currently the survey is on hold due to the necessary field implementation not being possible with COVID 19 related safety precautions.	
	Indicator 3.2.2 HR Capacity developed to address the data needs	0.5 (one part time staff)	at least 1, with evidence of sustainability	One fulltime personnel	One fulltime personnel	As the district level Mental Health Focal points (26) have been trained on data input into an electronic database, one fulltime staff member at the central level is deemed sufficient.
Output 3.3 Increased capacity at community-level to promote more peaceful approaches to conflict	Indicator 3.3.1 # of people that have participated in the community-led training on peaceful approaches to conflict	0	200, of which 70% are women	400 primary beneficiaries (TOT Trained) 65% are women	Through the community-based programmes of Manohari and MAPP the programme has supported TOT level training for 400 beneficiaries.	
	Indicator 3.3.2					

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
within and among individuals						